

Introduction

The school is committed to ensuring the safety and wellbeing of all staff and pupils. The guidelines that follow are written to support staff in ensuring that pupils who exhibit challenging behaviour are presented with opportunities to behave appropriately through:

- **Positive behaviour management**
- **Conflict resolution strategies**
- **Calming strategies**
- **Anger management solutions**

Definitions

Restrictive physical intervention or physical restraint is the positive application of force in order to

Safeguarding Policy

KCSIE 2024

Staff Code of Conduct (Staff Behaviour Policy)

DfE, Use of Reasonable Force in Schools

Implementation of the Restrictive Physical Intervention Policy is the responsibility of Headmaster

- **Leading a pupil by the hand or arm**
- **Shepherding a pupil away by placing a hand in the centre of the back, or in extreme circumstances using more restrictive holds.**

Do:

- **Summon help**
- **Ensure a free passage of air through airways**
- **Be aware of any feelings of anger**
- **Continue to talk to the pupil in a calm way**
- **Provide a soft surface if possible**
- **Be aware of any accessories worn by you or the pupil that could cause injury**
- **Monitor the pupil's respiration, circulation and state of consciousness**

Don't:

- **Try to manage on your own**
- **Stop talking, even if the pupil does not reply**
- **Straddle the pupil**
- **Push their arms up their back**
- **Touch the pupil near the throat or head**
- **Put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck)**
- **Use facedown holds**

Recording Incidents

It is a requirement that a written record is kept on any occasion when physical restraint is used: the member of staff concerned must advise the Headmaster or the Principal Deputy Head/Prep Deputy Head

- **Taking no action is likely to result in more dangerous consequences than intervening.**
- **Further significant damage may result.**
- **Alternative calming and defusing strategies have failed to de-escalate the situation and it is not reasonably practical to attempt further strategies.**
- **This response is in the paramount interest of the pupil.**

Guidelines for Use of Physical Intervention

Physical intervention/restraint must only involve the minimum force necessary to maintain good order and safety. It should only be applied until the pupil is calm. Supportive calming techniques should be used in conjunction with the hold/containment in order to encourage the pupil to calm as quickly as possible (for example, talking calmly and explaining what is happening, why, and when it will end).

Physical intervention should be used to de-escalate potentially dangerous situations. It is a positive strategy to regain control of a pupil who has temporarily lost control of themselves.

Physical restraint should not be used where there are known medical concerns.

When using physical restraint, the pupil's health and safety must always be considered and monitored. The following physical functions should be monitored:

- **Respiration**
- **Circulation**
- **State of consciousness**

Physical restraint should be stopped immediately if significant signs of physical distress are seen, such as:

- **Sudden change of colour**
- **Difficulties in breathing**
- **Vomiting**

When using physical restraint, care must be taken not to cause pain. The following guidelines should be followed:

- **Avoid pressure on joints**
- **Ensure a free passage of air through airways**
- **Avoid pressure on the chest area**
- **Keep the body in good alignment**
- **Avoid pressure on arterial pressure points (inside of upper arm, groin, neck)**
- **Face down holds must not be used**

After restraint, an independent member of staff should verbally check with the pupil to ensure there has not been an injury. The Head or Head of Early Years must be instantly advised of any use of physical restraint.

Where pupils have exhibited challenging behaviour, it will be expected that staff will encourage positive behaviour through identifying:

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Pupils requiring such a programme should be listed on the School's SEND register.

Reporting and Recording